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ABSTRACT

This seventh annual report on staffing patterns in California community colleges provides data on the characteristics of new full-time faculty in 99 of the 100 public and the entire 8 private community colleges in California as of the academic year 1973-1974. Results of the survey showed that during that year, 732 new full-time faculty were hired in the colleges; there was a 97.86% retention rate of the old faculty. Of the new faculty, 55% were men and 45% were women. As to racial groupings, 78% were caucasians, 7% were blacks, 8% were Chicanos, and 3% were Asians. The age of the new faculty, as compared with that of the previous year, did not peak as high in the age group of 24-35. The age group 35-43 dropped lower in numbers, and a few more people 50-63 were hired, but their total numbers remain small. Recruitment of new faculty outside the state remained at 9%. Data relating to the highest degree held by the new faculty showed that 10% of the new faculty had less than a B.A. degree, and 18% had less than an M.A. degree. New faculty with an M.A. granted in 1973 was 17%, and those with M.A. degrees awarded prior to 1973 was 46%. Seven percent of the new instructors held doctorate degrees. The number of new faculty with non-teaching experience was 18%; new faculty with research assistant experience was 1%; 3% had community college intern or practice teaching experience; and 3% had experience in tutoring or private teaching. Former teaching assistants hired was 4%. More former elementary teachers were hired, whereas secondary school faculty dropped to 16%. Thirty-one percent of the faculty came from other community colleges. The principal subject field of the new faculty was Health Services. (DB)

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CALIFORNIA JUNIOR COLLEGE ASSOCIATION

2017 "O" STREET / SACRAMENTO, CALIFORNIA 95814 / (916) 444-8641
EXECUTIVE DIRECTOR — LLOYD E. MESSERSMITH

January 8, 1974

The Association is pleased to be able to forward this copy of the seventh annual report on "Staffing Patterns in California Community Colleges, A 1973 Overview."

Your cooperation in providing us with the data from your institution enabled us to be able to draw some conclusions relating to the faculties of California community colleges which, we hope, will be of some value.

A new feature of the survey this year includes the perceptions of representative college officials as to the reasons for changing characteristics of new faculty over the past seven years and some implications for future planning.

Comments and suggestions are welcomed as usual and should be addressed to the consultant, Mr. Tom S. Phair, who prepares the report each year. Mr. Phair can be contacted as follows:

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Sincerely,

Lloyd E. Messersmith
Executive Director

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Enclosure

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Staffing Patterns in California Community Colleges
A 1973-74 Overview

In September 1973, there were 100 public and 8 private institutions of higher learning in California designated in the general category of community colleges. The University of California, with its nine campuses, enrolled a little over 100,000 students. The nineteen state universities and colleges admitted almost 300,000 students. The community colleges reached one million students with their fall 1973 enrollments. This continues a statewide average growth of 8.9% in students over the past ten years. However, such growth is no longer uniform in California, and is primarily in the suburban areas and the counties of San Diego, Orange, Santa Clara, Ventura, Alameda, Marin, Sacramento, and San Joaquin. College Deans of Instruction and Presidents comment that full-time enrollments in inner-city and rural community colleges of California is dropping (San Francisco City College, for example, by 5%).

The annual request by the California Junior College Association for data on the characteristics of new full-time faculty in the public and private community colleges went to the colleges in mid-September. By the deadline in late December, 99 public and 8 private colleges had responded. This study is contracted yearly by the California Junior College Association to the Field Service Center, School of Education, University of California, Berkeley.

During the same period, fifteen representative college Deans of Instruction or Presidents were interviewed. Their perceptions and the implications of their answers regarding staffing patterns, as they see it, will be the subject of a later report. However, where appropriate, some data from these interviews is integrated in this overview.

The full-time faculty in California community colleges continued to rise, from 14,343 to 14,845. However, there seems to be a strong indication that since there is an increase in part-time students at all of the community colleges, there is an increased number of part-time instructors being hired to accommodate these students. There also seems to be an increased use of part-time instructors in the day program, as well as the extended day program. To combat charges of exploitation of hourly rate part-time teachers, a number of California community colleges are paying a pro-rata share of the yearly salary to part-time day instructors, with incumbent staff responsibilities.

Turning now to the academic year 1973-74, 732 new full-time faculty were hired in the 99 public and 8 private community colleges of California. This is a drop of 827 from the previous year. Of the 732, 317 were replacements for faculty leaving the college for one reason or another. That means there was a 97.86% retention rate of the old faculty as compared with 96.2% for the prior year.

Compared with the 1972-73 academic year figure of 827 new faculty, one can see a steady four-year drop in new faculty hired. As in the last year, this drop continued in spite of the addition of Cerro Coso College, the second

campus of the Kern County College District. Los Medanos College, the third college of the Contra Costa County College District, hired full-time faculty but will not move to their new campus until September 1974. Indian Valley Colleges, which will be open to full-time students in 1974, is operating extended day programs as the second campus of the Marin County College District in Novato.

The 1972-73 academic year saw a 40% drop in new faculty hired from the previous year. The 1973-74 year slowed this drop to an additional 12%. Most common reasons given for this drop were the continued trend to stabilize the ADA (average daily attendance) of students enrolled full-time; high retention rate of faculty; few retirements among the staff; and limited opportunity to move to a more attractive job someplace else. As one dean put it: "You don't hire new faculty these days, you use the old ones for another year. One year or one semester replacements for faculty away from the campus is the rule, except in a few areas of occupational programs which are still developing." As reported in the 1972-73 Overview, the economic squeeze is still very much a factor in staffing patterns. The implications for professional staff development programs are becoming very apparent with a typical stable faculty growing older each year. A dean summarized thus: "We no longer have a tide of new young full-time faculty washing the beach clean with new innovative ideas, proposals, and techniques of teaching."

Class size and teaching loads remain high, and these also seem to have an influence on the reduced hiring of new full-time faculty.

As reported in the 1972-73 Overview, and now only slightly to a lesser degree, it would appear that if the financial "crunch" continues at all levels of education, these practices and trends can be expected to continue. A California State Senate Bill (SB 6) is providing some college districts with additional funds as the authorized state support funds available moved up to 44% of operating expenses.

New jobs for staff and faculty can be expected to be very limited in spite of continued increases in students, especially part-time students. Some 34 expansion sites for future colleges remain under consideration. The trend, however, seems to be moving more in the direction of satellite campuses and attendance sites rather than full-facility campuses such as the new Evergreen College, which will open in September 1974 as the second college in the San Jose Community college District.

Development of community collges in the private sector tends to stress specialized skills in the eight (8) now in operation. A good example is the San Francisco College of Mortuary Science. Their staffing needs are negligible, and they depend primarily on part-time instructors. Their full-time faculty total less than 100.

Turning now to the characteristics of newly hired full-time faculty in the reporting 107 public and private community colleges of California, some interesting trends continue and new ones have been established. (See Master Chart.)*

*** Copies of Master Chart available from: Mr. Tom S. Phair**
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The number of women hired continued to approach parity with the men: 55% were men, compared with 58% for the previous year; 45% were women as compared with 42% the previous year. New women faculty were greatly in the majority in the Health Services programs, with 104 women against 14 men hired. Other subject areas where slightly more women than men were hired were in Counseling, Foreign Languages, Education, Librarians, Life Sciences, and Psychology. More men than women are still being hired in the Social Sciences, Trade-Technical, Music, Math, Business Administration, and Art programs.

In the area of racial groupings of new faculty, the percentages when rounded off are within one (1) percentage point of what they were the year before. Caucasians (78%) remains the same. Blacks hired dropped 1% from 8% to 7%, as did Chicanos from 9% to 8%. Asians remained at 3%. Native American and "others" rose a part of one percent, so that when the percentage was rounded off, they were 2% as compared with 1% for the 1972-73 academic year. As reported for 1972-73, inner-city colleges hired a higher percentage of blacks than did rural colleges. Of the fifteen colleges interviewed, nine reported that they felt they were making satisfactory progress in hiring racial minorities for faculty, while six felt that they were not achieving the statewide average or progressing toward it. Comments included remarks to the effect that they were doing best in recruiting blacks and others for their classified staff, but not for the openings in the certificated (credentialed) staff. The racial composition of the local community seems to be a big factor in how many minorities are hired.

The age of the new faculty as compared with the previous year did not peak as high in the age group of 24-35. The age group 35-43 dropped lower in numbers than the previous year. A few more people were hired in the age group 50-63, but their total numbers remain small. Forty-seven new faculty hired were 30 years of age. All of this follows a long term tendency to hire young faculty who have had some experience. Reasons given for hiring young faculty range from balancing against the older faculty already on the staff, young people who are more willing to take one year replacement positions, favorable student response to younger faculty, to gaining a built-in professional training program for the older faculty in rubbing shoulders with new young faculty. (See Chart 1.)

Recruitment of new faculty from outside of California remained the same as the previous year at 9%. This has been about the same for three years. Well-known local people seem to be favored over strangers who write to the colleges inquiring about teaching vacancies. Since the recommendations of faculty screening committees remain the dominant factor in who gets hired at a college, they tend to favor people they have confidence in as a result of long-standing associations. Many of the new faculty have taught part-time at the college for a number of years. A few deans expressed some concern that this may be leading to "in-breeding" of the faculty. (See Master Chart.)

In collecting data as to the highest academic degree held by new faculty for the academic year 1973-74, the colleges reported that 10% of their new faculty had <u>less</u> than a B.A. degree. This is a rise of 1% from the 9% of the previous year. Also up from 17% to 18% were the new faculty with less than an

M.A. degree. College deans interviewed perceived this yearly increase to be the result of an increase in the number of para-professional, and vocational-technical students at the colleges requiring faculty drawn from the "real worl of work." No-growth colleges report that new faculty position vacancies are most likely to be in fields where experience is more the criteria than an M.A. degree. All report, however, that once hired, all staff with less than an M.A. are encouraged to get moving into an M.A. program. (See Table I.)

In those areas, primarily academic, requiring an M.A. for certification, new faculty with an M.A. granted in 1973 rose from 12% to 17%. This increase to the higher percent of new M.A.'s has been typical of the past seven years of this study. In the past, deans have seemed to be reluctant to hire new graduates because they usually lack teaching and work experience. Now, more new M.A.'s seem to be applying for teaching vacancies who have picked up teaching and working experience along the way to completing an M.A. Some deans are saying that the new graduates tend to be more interdiscipline-trained and that they like that for their college faculty. They all urge more pre-service training such as practice teaching and internship programs than re now offered at teacher preparation four-year colleges at universities. (See Table I.)

New instructors with an M.A. awarded prior to 1973 dropped from 55% to 48%. This does not appear to be a significant drop, as the percentage has fluctuated within a few points up and down for the past seven years. (See Table I.)

New instructors with a doctorate remain the same as the previous year, at 7%. This remains a high over the past seven years, and seems to reflect a tight labor market for Ph.D.'s throughout the academic world. New faculty with a doctorate are most noticeable in Life Science, Chemistry, and Psychology. Deans interviewed indicated that the higher percentage of Ph.D.'s hired was the result of seeing more of them around and the fact that doctorates interviewed seem to be more oriented to the community college scene than in the late 1960s. Doctorates hired stated that their first reason for accepting a job at a community college was for economic advantage, and second, because they were more interested in teaching than in research. (See Table I.)

The highest level of experience held by new faculty members showed variation from the previous year up, down, and the same.

The number of new faculty coming to the college with non-teaching experience dropped from 24% to 18%. This is somewhat balanced by an increase from 3% to 5% of new faculty with no previous teaching experience. These two categories reflect the strength of the vocational programs at the colleges. Faculty for these programs tend to draw from people in business or industry, with experience, who in many cases do not have any teaching experience. The percentage of people hired with no teaching experience remains low in the academic subject fields. Teachers of English and history, for exxample, are just not being hired unless they have had 4-7 years experience teaching. (See Table I.)

Several categories remain fairly stable in comparing data from the last six years of the study. New faculty whose experience was limited to being a research assistant remained at 1%. New instructors with community college intern or practice teaching experience was the same as two other years, at 3%. New Faculty with experince in tutoring or private teaching also remained at 3% of the total. (See Table I.)

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Former teaching assistants hired did a surprising drop from 9%, to which it had steadily climbed from 4.1% in 1967. In the seventh year of this study it dropped back to 4% again. One possible explanation could be that persons with more extensive experience than a TA were hired because they are available.

More former elementary teachers were hired. This has been a small rise over former years. Since more special education is being taught by people with degrees in education, it may be that more experienced elementary teachers are being hired to fill these slots. Eighteen elementary teachers were hired (3%) and twenty-two positions in Special Education were filled in the colleges reporting.

Faculty who were experienced at secondary schools (at least nine months full-time), dropped again for the seventh year to 16%. Deans commenting on this trend away from employing experienced secondary teachers perceive this as evidence that there is a sufficient supply of experienced community college instructors to meet their needs. They also see the historical ties between the K-12 and the old junior colleges as being broken. Men's physical education and the trade-technical programs still employ a high percentage of experienced secondary teachers. (See Table I.)

Experienced community college faculty doing musical musical chairs, moving from one community college to another, continued the long term rise to a new high of 31%. This started in 1967, when 19% of the new faculty came from other community colleges. This preference for experienced community college instructors is due in no small part to the uniqueness of the teacher who has experienced the community college scene. The community college's search for a unique identity seems to have been accomplished. (See Table I.)

Finally, when looking at experience as a factor in staffing, those new instructors with experience from four-year colleges or universities rose slightly to 16% from the 15% of 1972-73. Deans of instruction comment that they now look with suspicion at both the experienced secondary and four-year college teacher. They feel that teaching at the community college is quite different in its approach to students and curriculum. That is why they make such a strong plea for pre-service training for community college staff and faculty.

The principal subject field teaching areas to which new faculty were assigned, expressed as a percentage of the total, is shown on Table II. The Health Services, mainly the nursing programs, showed the most marked, increase from 5.9% in 1967 to 16% for the academic year 1973-74. All of the nursing programs have long waiting lists of students who want to take the training.

Most of the liberal arts programs are running lower in student demand which in turn produces an oversupply of employed and unemployed teachers of foreign languages, the social sciences, and English. Many tenured instructors in community colleges are teaching in their secondary teaching fields. This picture may improve in a few years when large numbers of the faculty in the older colleges will be retiring.

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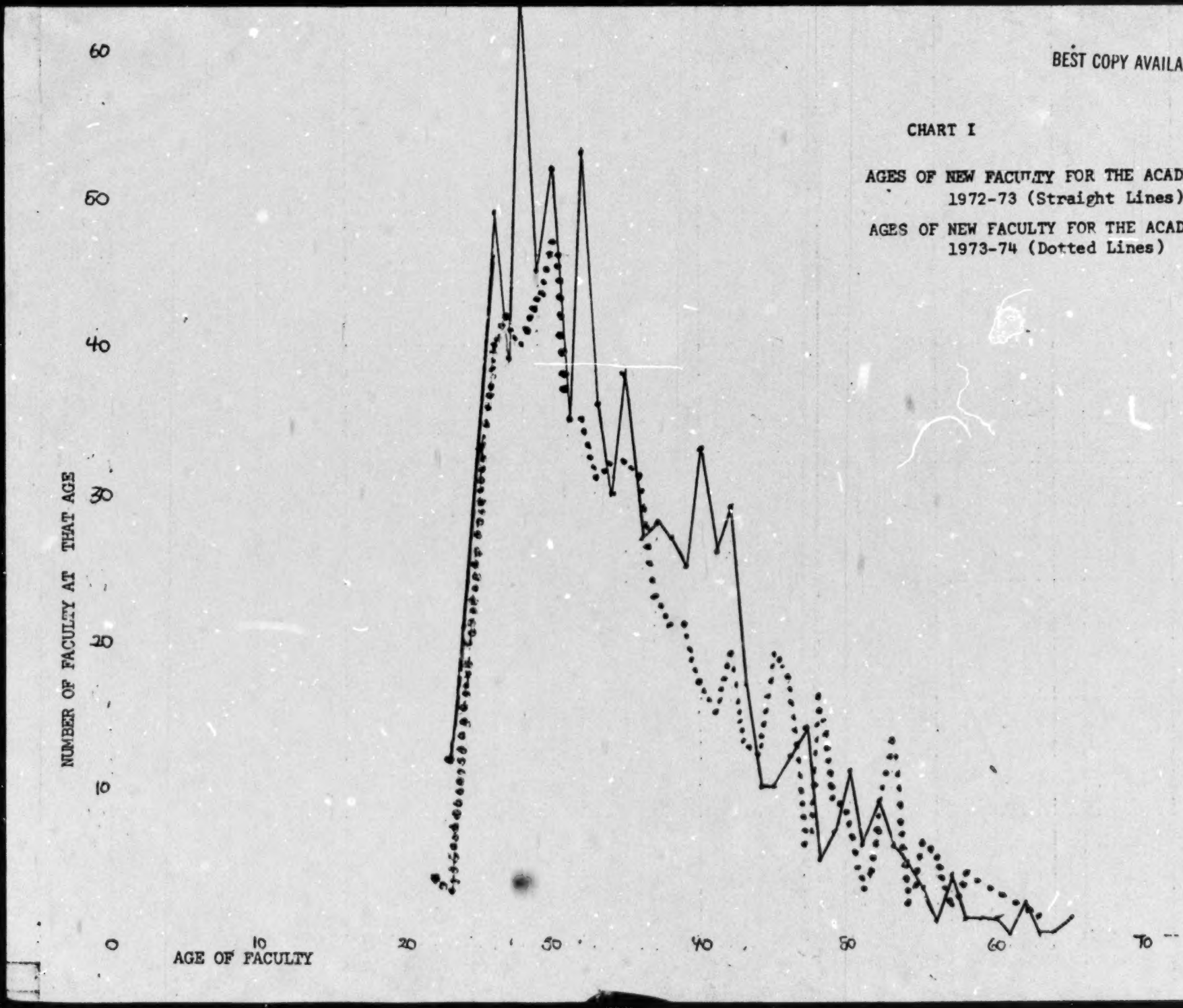
CHART I

AGES OF NEW FACULTY FOR THE ACADEMIC YEAR 1972-73 (Straight Lines)

AGES OF NEW FACULTY FOR THE ACADEMIC YEAR 1973-74 (Dotted Lines)



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AGES OF NEW FACULTY FOR THE ACADEMIC YEAR 1972-73 (Straight Lines)

AGES OF NEW FACULTY FOR THE ACADEMIC YEAR 1973-74 (Dotted Lines)

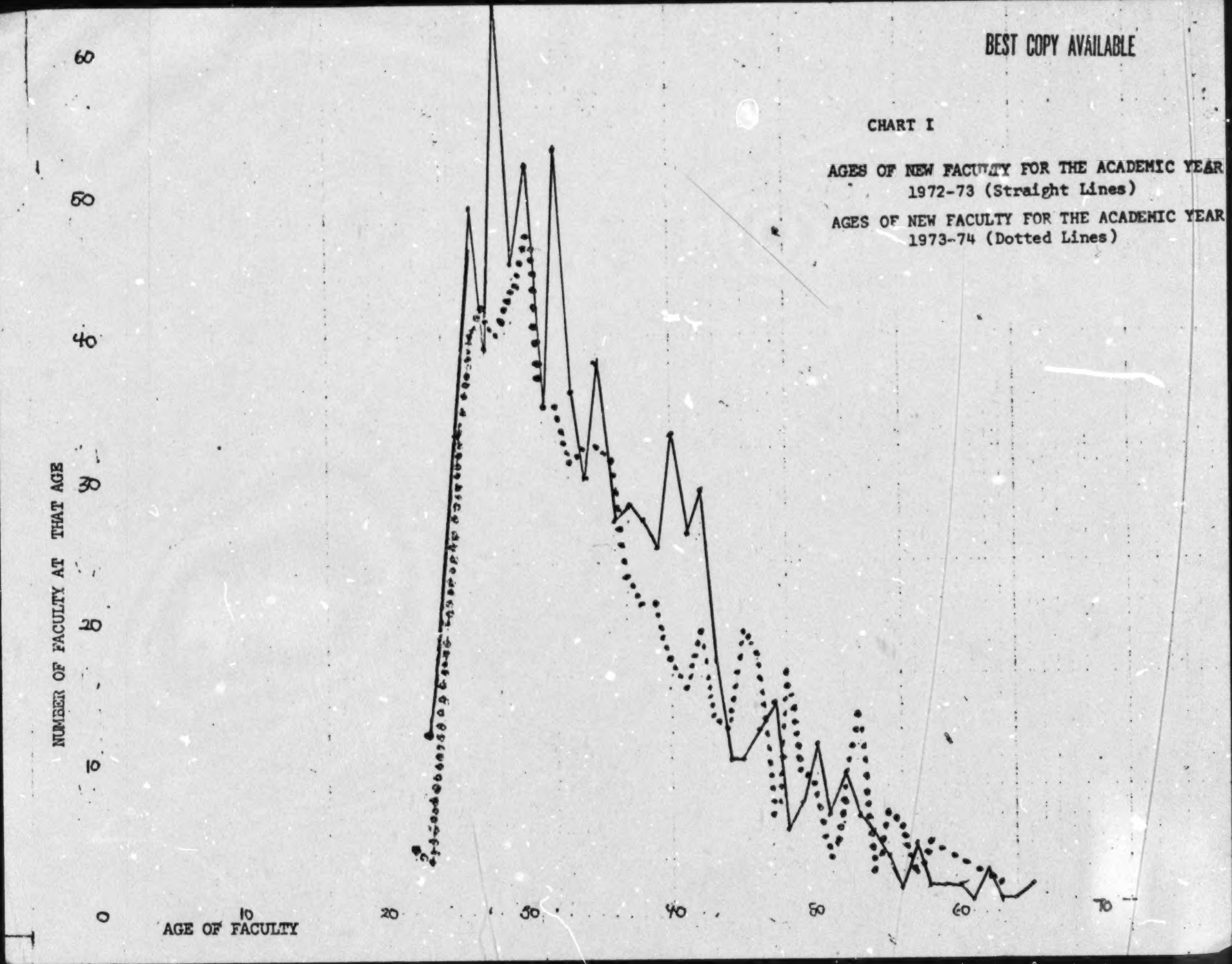

TABLE I

Academic Preparation, Experience Level and Geographical Source of New Full-Time Instructors in the Public and Private California Community Colleges (1967-1974)

Year	Total # new fac'y	Recruit from Calif.	Recruit fr.out-side CA	Less than MA	New MA	MA one or more yr old	Doc-tor-ate	No prev. tchg	Non tch prof exper	Res. Asst	Tch. Asst.	Comm. Coll Int.pr. tch.	Elem tch exp.	Second tch exp	Comm. Coll. tch exp.	4-
1967-68	1310	%	%	21.2%	21.5%	54.2%	3.1%	8.8%	11.0%	.5%	4.1%	3.3%	1.9%	35.8%	19.0%	
1968-69	1578	87.0	13.0	18.0	22.0	56.0	4.0	7.0	11.0	1.0	4.0	3.0	2.0	34.0	19.0	
1969-70	1781	91.0	9.0	20.0	26.0	49.0	5.0	7.0	12.0	.5	4.0	2.0	2.0	31.5	22.0	
1970-71	1646	92.0	8.0	19.6	18.7	56.8	4.9	7.2	10.3	.4	5.2	2.4	1.8	24.4	30.1	
1971-72	1429	92.0	8.0	22.3	21.7	50.0	6.0	5.8	15.6	.7	5.9	3.0	1.7	20.3	27.0	
1972-73	827	91.0	9.0	26.0	12.0	55.0	7.0	3.0	24.0	1.0	9.0	2.0	2.0	17.0	26.0	
1973-74	732	91.0	9.0	28.0	17.0	48.0	7.0	5.0	18.0	1.0	4.0	3.0	3.0	16.0	31.0	

TABLE II

Principal Subject Field Teaching Areas to which new faculty were assigned (expressed as a percentage of the total) in California Public and Private Community Colleges (1967-74)

Year	Business	English & Speech	Nursing	P.E.	Natural Science	Social Science	Voc. Tech.	Counselling	Public Pe
1967-68	7.5%	12.0%	5.9%	8.2%	8.8%	9.5%	9.8%	5.0%	
1968-69	8.7	14.7	5.7	8.9	9.4	8.0	7.5	6.9	
1969-70	7.2	16.3	5.7	7.2	8.8	11.6	9.5	5.2	
1970-71	6.9	13.3	6.9	6.9	7.6	10.6	9.2	6.1	
1971-72	6.9	12.6	7.6	5.2	7.9	12.2	7.6	6.9	
1972-73	7.0	10.5	13.0	5.0	9.5	10.0	9.0	5.5	
1973-74	8.0	7.0	16.0*	4.0	8.0	9.0	8.0	3.0	

*Includes All Health Services

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TABLE I

c Preparation, Experience Level and Geographical Source of
ll-Time Instructors in the Public and Private California
Community Colleges (1967-1974)

New MA	MA one or more yr old	Doctorate	No prev. tchg	Non tch prof exper	Res. Asst	Tch. Asst.	Comm. Coll Int.pr. tch.	Elem tch exp.	Second tch exp	Comm. Coll. tch exp	4-yr coll. tch. exp.
1.5%	54.2%	3.1%	8.8%	11.0%	.5%	4.1%	3.3%	1.9%	35.8%	19.0%	15.1%
2.0	56.0	4.0	7.0	11.0	1.0	4.0	3.0	2.0	34.0	19.0	19.0
6.0	49.0	5.0	7.0	12.0	.5	4.0	2.0	2.0	31.5	22.0	19.0
8.7	56.8	4.9	7.2	10.3	.4	5.2	2.4	1.8	24.4	30.1	18.2
1.7	50.0	6.0	5.8	15.6	.7	5.9	3.0	1.7	20.3	27.0	20.0
2.0	55.0	7.0	3.0	24.0	1.0	9.0	2.0	2.0	17.0	26.0	15.0
7.0	48.0	7.0	5.0	18.0	1.0	4.0	3.0	3.0	16.0	31.0	16.0

TABLE II

ipal Subject Field Teaching Areas to which new faculty
assigned (expressed as a percentage of the total) in
fornia Public and Private Community Colleges (1967-74)

g	P.E.	Natural Science	Social Science	Voc. Tech.	Counselling	Public Personnel Serv.
	8.2%	8.8%	9.5%	9.8%	5.0%	
	8.9	9.4	8.0	7.5	6.9	
	7.2	8.8	11.6	9.5	5.2	
	6.9	7.6	10.6	9.2	6.1	
	5.2	7.9	12.2	7.6	6.9	
	5.0	9.5	10.0	9.0	5.5	6.0
	4.0	8.0	9.0	8.0	3.0	7.0

Includes All Health Services